



### Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

|   |   |
|---|---|
| Project Name: Collaborative World War I Narratives  |   |
| School Regional Area  | <input type="checkbox"/> North Cook <input checked="" type="checkbox"/> South Cook <input type="checkbox"/> West 40 |
| District Name   | Community Consolidated School District 146  |
| District No.  | 146   |
| Name(s)-Teams with up to 5 members will be accepted! Include all names.   | Email Address(s)  |
| * Mark Reilly   | * mreilly@district146.org   |
| *   | *   |
| *   | *   |
| *   | *   |
| *   | *   |
| School Name   | Memorial School   |
| School Street Address   | 6701 West 179 <sup>th</sup> Street  |
| School City, State, Zip   | Tinley Park, IL 60477   |
| School Phone Number   | (708) 614-4535  |
| If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above). |   |
| Nominator's Name  | N/a   |
| Nominator's Phone #   |   |
| Best Contact Time   |   |
| Nominator's Email   |   |

Please attach the Project Summary to this form and send to Learning Technology Center One Central at 2701 W. Washington Blvd., 2<sup>nd</sup> Floor, Bellwood, IL 60104

**Project Descriptive Title:** Collaborative World War I Narratives

**Project Abstract:** 5<sup>th</sup> grade students applied their understanding of summarizing and synthesizing information from different print and online resources by researching, writing, and producing a multimedia narrative on the causes, events, and results of World War I. Using VoiceThread, an online multimedia tool, the students collaborated in writing scripts and producing their culminating project.

**Grade Level:** 5<sup>th</sup> grade

**Subject Areas:** Language Arts, Social Science, and Fine Arts

**Technology Resources:** Internet search engines, laptop computers, headset microphones, and VoiceThread.com software

**Other materials used:** Digital photographs, social studies textbooks, and student-created scripts

**Standards:** This project addresses the following Illinois Learning Standards:

*English Language Arts*

**3.C.2b** Produce and format compositions for specified audiences using available technology.

**5.C.2a** Create a variety of print and nonprint documents to communicate acquired information for specific audiences and purposes.

*Social Science*

**14.E.2** Determine and explain the leadership role of the United States in international settings.

**16.A.2b** Compare different stories about a historical figure or event and analyze differences in the portrayals and perspectives they present.

**16.A.2c** Ask questions and seek answers by collecting and analyzing data from historic documents, images, and other literary and non-literary sources.

*Fine Arts*

**26.B.2d:** Demonstrate knowledge and skills to create works of visual art using problem solving, observing, designing, sketching, and constructing.

This project also addresses the following NETS Learning Standards for Students:

*1. Creativity and Innovation*

- a. Apply existing knowledge to generate new ideas, products, or processes.
- b. Create original works as a means of personal or group expression.

*2. Communication and Collaboration*

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
- d. Contribute to project teams to produce original works or solve problems.

### 3. *Research and Information Fluency*

- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

**Process:** An important skill addressed in our fifth grade Language Arts curriculum is being able to summarize and synthesize information from different resources. As a culminating project on World War I, I encouraged my students to conduct further research on this topic and to apply their knowledge of the war by writing and producing their own narrative on the war's major causes, events, and results. Based on suggestions from the students, twelve topics centering on the causes, major events, and results of World War I were selected. Working in small groups, the students researched online and selected twelve drawings and photographs that depicted these topics. The students then worked in collaborative groups and created captions and narratives for the twelve separate pictures. Citations for the photographs chosen were also gathered. Next, the pictures were uploaded into a new VoiceThread project. Using headset microphones, the students worked with me to rehearse and record their scripts into the VoiceThread project. On the final day of the lesson, we held a premiere party where the students were able to view and comment on the final presentation. Afterwards, the students wrote a reflective essay on the production experience discussing what they would do differently if they were to complete the project again. This project took approximately eight hours to complete, with the work being spread over five school days. Working with another teacher from a different school in our district, a different group of 5<sup>th</sup> grade students will be adding on to this project in the coming weeks after they have finished their World War I unit. The final project can be viewed online at <http://voicethread.com/share/797333>.

**Integration:** This project impacted and transformed learning to achieve higher order thinking skills by giving students a concrete opportunity to make critical editing decisions. From self-selecting the topics, to choosing which photographs to use, to ultimately choosing the dialogue to include in the final presentation, the students repeatedly edited and evaluated their content and choices. I observed students successfully synthesizing new information along with their prior knowledge to create something original. Rather than passively receiving information, they worked collaboratively and utilized the VoiceThread software to develop and control their self-directed project. Through their discussions regarding the production experience and their reflective essays, the students also demonstrated a deeper understanding of how to edit and synthesize different sources of information. This skill set will serve them well in the future.

**Reflection:** This project provided an exciting opportunity to connect important reading skills with social studies curriculum. As a teacher and facilitator, I particularly like the collaborative aspects of the VoiceThread software, and I can foresee opportunities for my students to interact on a shared project with other students in our grade level, school district, or even with students across the world. Most rewarding of all, the students were excited to share their work and are looking forward to others seeing their work and contributing to it as well. This particular project has opened my eyes to the possibilities, potential, and feasibility of collaborating on multimedia projects with students outside of our classroom walls.